DOCUMENT RESUME

ED 394 136 CS 012 440

AUTHOR	Thompson, Ruby L.; Mixon, Gloria A.
TITLE	Enhancing the Reading Engagement of African-American and Hispanic Learners in Inner-City Schools: A Curriculum Guide for Teacher Training. Instructional Resource No. 21.
INSTITUTION	National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	96
CONTRACT	117A20007
NOTE	41p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Blacks; *Cultural Differences; Curriculum Development; Elementary Education; Hispanic Americans; *Multicultural Education; *Student Needs; Teacher Education; *Urban Education
IDENTIFIERS	African Americans; *Diversity (Student)

ABSTRACT

There is a mandate for teachers who are trained to meet the needs of the increasingly more culturally diverse populations, particularly in urban schools. General competencies which all teachers of urban learners should develop include respect for cultural differences and a belief in the abilities of culturally different learners. Additionally, teachers of reading must be competent in using children's cultural resources in the reading classroom, in creating culturally compatible reading classrooms, in planning for and teaching critical literacy behaviors for these learners, and in promoting home-school relationships which foster reading engagement of African-American and Hispanic learners in inner-city schools. This instructional resource has been developed in response to the mandate in the form of a curriculum guide for teacher training. The guide may be used to teach a separate course, separate lessons, as individualized learning modules for independent study, or for a field-based staff development workshop. Nine lessons form the curriculum guide. Within each lesson are goals, objectives, major concepts, enabling activities, and references. Contains 62 references. (Author)

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Enhancing the Reading Engagement of African-American and Hispanic Learners in Inner-City Schools: A Curriculum Guide for Teacher Training

Ruby L. Thompson Gloria A. Mixon

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Instructional Resource No. 21
Spring 1996

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Enhancing the Reading Engagement of African-American and Hispanic Learners in Inner-City Schools: A Curriculum Guide For Teacher Training

Ruby L. Thompson
Gloria A. Mixon
Clark Atlanta University

INSTRUCTIONAL RESOURCE NO. 21
Spring 1996

The work reported herein is a National Reading Research Project of the University of Georgia and the University of Maryland. It was supported under the Educational Research and Development Centers Program (PR/AWARD NO. 117A20007) as administered by the Office of Educational Research and Improvement, U.S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of the National Reading Research Center, the Office of Educational Research and Improvement, or the U.S. Department of Education.

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The National Reading Research Center (NRRC) is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on reading and reading instruction. The NRRC is operated by a consortium of the University of Georgia and the University of Maryland College Park in collaboration with researchers at several institutions nationwide.

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Enhancing the Reading Engagement of African-American and Hispanic Learners in Inner-City Schools: A Curriculum Guide For Teacher Training

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National Reading Research Center
Universities of Georgia and Maryland
Instructional Resource No. 21
Spring 1996

Abstract. *There is a mandate for teachers who are trained to meet the needs of the increasingly more culturally diverse populations, particularly in our urban schools. General competencies which all teachers of urban learners should develop include respect for cultural differences and a belief in the abilities of culturally different learners. Additionally, teachers of reading must be competent in using children's cultural resources in the reading classroom, in creating culturally compatible reading classrooms, in planning for and teaching critical literacy behaviors for these learners, and in promoting home-school relationships which foster reading engagement of African-American and Hispanic learners in our inner-city schools. This instructional resource has been developed in response to the mandate in the form of a curriculum guide for teacher training. The guide may be used to teach a separate course, separate lessons, as individualized learning modules for independent study, or for a field-based staff development workshop. Nine lessons form the curriculum guide. Within each lesson are goals, objectives, major concepts, enabling activities, and references.*

Theoretical Framework

Multicultural education in the United States originated in a socio-political milieu and is to some extent a product of the times (Sleeter, 1992). From the beginning, it was clearly connected with a broad social and political, racial struggle against the nation's existing oppressive, discriminatory policies and practices. Schools, because of their access to the developing attitudes of children and of young adults, were major participants in the oppression of minority populations; therefore, the movement focused upon their practices, with the understanding that reform of schools was linked with other movements outside education (Banks, 1981; Banks & McGee-Banks, 1995; Gay, 1983; Sleeter & Grant, 1988).

Not only is multicultural education in the United States a product of the times, it is the result of an evolutionary process that is reflected in the concerns and writings of many scholars:

> The current multicultural education movement is directly linked to the early ethnic studies movement initiated by scholars such as G. W. Williams (1882–1883) and

> continued by individuals such as DuBois (1935), Woodson (1919/1968), Bond (1939), and Wesley (1935). The major architects of the multicultural education movement were cogently influenced by African American scholarship and ethnic studies related to other ethnic minority groups in the United States. Baker (1977), J. A. Banks (1977), Gay (1971), and Grant (1973, 1978) have each played significant roles in the formulation and development of multicultural education in the United States. . . . Other scholars who have helped to fashion multicultural education since its inception . . . include James B. Boyer (1974), Asa Hilliard III (1974), and Barbara A. Sizemore (1972). Scholars who are specialists on other ethnic groups . . . also played early and significant roles in the evolution of multicultural education. (Banks & McGee-Banks, 1995, p. 10).

A major goal of multicultural education, as advanced by specialists in the field, is to increase educational equality for students from diverse groups. Early in the movement, the establishment of separate courses and programs representing the various ethnic groups was pursued to achieve this goal (Blassingame, 1971; Ford, 1973; Robinson, Foster, & Ogilvie, 1969). However, when it became apparent that the establishment of separate courses and programs was not sufficient to bring about school reform that would respond to the unique needs of ethnic minority students and help all students to develop more democratic racial and ethnic attitudes, a multiethnic approach to education emerged. Indeed, there was an increasing interest of multicultural theorists in how the interaction of race, class, and gender influenced education (Banks, 1993a; Sadker & Sadker, 1982; Sleeter, 1991). During the emergence of the multicultural reform (the late 1960s and early 1970s), certain developments in education provided a very supportive environment: some by encouraging the inclusion of content about ethnic groups in school curricula, and others by mandating that these changes be made. For example, a number of professional organizations issued position statements and publications:

> In 1973 AACTE published its brief and widely quoted statement, *No One Model American*. That same year the NCSS 43rd Yearbook was titled *Teaching Ethnic Studies: Concepts and Strategies* (J. A. Banks, 1973). The following year, NCTE (1974) issued *Students' Right to Their Own Language*. . . . (Banks & McGee-Banks, 1995, p. 10).

Two landmark developments firmly established multiculturalism in the structure of the nation's curriculum by changing teacher education: first, AACTE published *Pluralism and the American Teacher: Issues and Case Studies* (Klassen & Gollnick, 1977). Second, there was the issuance of *Standards for the Accreditation of Teacher Education* (NCATE) in 1977. Far-reaching changes resulted because these standards required all of its member teacher-education programs, which comprised about 80% of the teacher-education programs in the United States, to implement components, courses, and programs

in multicultural education. These standards were issued in revised form in 1987 (Banks & McGee-Banks, 1995).

If the political climates of the late 1960s and early 1970s are marked by the support provided to the development of multicultural education, the late 1970s and 1980s are marked by the significant climate change which occurred in this area. Some oppressed groups shifted from confronting and trying to change the system to working within it, while many other minority groups competed against each other (Sleeter, 1992). Moreover, the significant increase in the population of people of color in the United States during the 1980s and 1990s as well as renewed expressions of racism stimulated a vigorous and contentious debate among educators and politicians about the extent to which the curriculum should be revised to reflect ethnic and cultural diversity. At least three major groups participated in this debate which continues until this very day. These groups are: (1) the *Western traditionalists*, who argue that content about Europe and Western civilization should be at the center of the curriculum in the nation's schools, colleges, and universities because of the extent to which Western ideas and values have influenced the development of United States culture and civilization (Hirsch, 1987; Ravitch, 1990); (2) the *Afrocentrists*, who maintain that it is essential for an African perspective to be incorporated into the curriculum because of the many contributions to the American culture made by African Americans who comprise a major minority group, but do not enjoy equal access to build a successful life (Asante, 1991/92); and (3) the *multiculturalists*, who believe that concepts should be viewed from diverse ethnic and cultural perspectives. They also argue that the conception of Western civilization taught in schools should be reconceptualized to acknowledge the debt the West owes to African and Asian civilizations (Banks, 1991b; Bernal 1987, 1991; Hilliard, 1991; Sleeter & Grant, 1987; Tetreault, 1993).

The push by people of color and women to get their voices and experiences institutionalized within the curriculum and to get the curriculum canon transformed continues to evoke a strong reaction from Western traditionalists that is fierce and sometimes pernicious (D'Souza, 1991; Gray, 1991; Leo, 1990; Schlesinger, 1991).

Many of the arguments in the editorials, articles, and books written by the opponents of multicultural education, protests Banks (1993b), ". . . are smoke screens for a conservative political agenda designed not to promote the common good of the nation but to reinforce the status quo, dominant group hegemony, and to promote the interests of a small elite" (p. 222). Despite all of the rhetoric to the contrary, an Anglocentric, male-oriented curriculum still dominates in the nation's schools', colleges', and universities' curricula (Applebee, 1992; Graff, 1992). When examining the high school curriculum of the nation, Applebee (1992) found that European and American male authors such as Shakespeare, Dante, Chaucer, Twain, and Hemingway still dominate the required reading lists: "Of the ten most frequently

assigned required book-length works taught in the high school grades, only one title was by a female author (Harper Lee, *To Kill A Mockingbird*)" (p. 19). No titles were by writers of color. Graff (1992) found that in the college level cases he examined, most of the books by authors of color were optional rather than required reading.

These contradictions notwithstanding, if they are to achieve a productive dialogue rather than a polarizing debate, the Western traditionalists, the Afrocentrists, and the multiculturalists must face some facts. There is a significant population growth among people of color, resulting in the enrollment of an ever-increasing number of students of color in our nation's schools, colleges, and universities. This growth is occasioned by the higher birthrates among people of color compared to whites and to the large influx each year of immigrants from Asia and Latin America. This trend is expected to continue, producing what Banks (1991a) calls "a demographic imperative educators must hear and respond to" (p. 4).

The 1990 census indicated that 1 in every 4 Americans is a person of color. By the turn of the century, 1 of every 3 will be of color (Pallas, Natriello, & McDill, 1989). It is further projected that nearly half of the nation's students will be of color by 2020. In today's schools, 27% of all students represent minorities; and each of the nation's 24 largest city school systems has a minority majority (Gollnick & Chinn, 1990; Hodgkinson, 1986; Pallas et al., 1989).

Although school, college, and university curricula remain Western in their orientation, this growing number of people of color increasingly will demand to share power in curriculum decision-making and in shaping a curriculum canon that reflects their experiences, histories, struggles, and victories. Already, they are asking that the debt Western civilization owes to Africa, Asia, and indigenous Americans be acknowledged. People of color and women are also demanding that the facts about their victimization be told (see Asante, 1991; Collins, 1990; Garcia, R. L., 1991; Harding, 1991; Hilliard, Payton-Stewart, & Obadele, 1990; Sleeter & Grant, 1991).

Not only will the population and other demographics affect *what* is taught in the nation's schools, but these factors will affect *who* teaches *whom*. The ethnic texture of the nation's schools will become increasingly more diverse, and the socioeconomic status of the population more low-income as we enter the twenty-first century. The approximately 46% of school-age youths of color by the year 2020 will contrast sharply with the ethnic and racial make up of teacher populations; teachers of color are expected to decline from about 12.5% of the nation's teaching force in 1980 to about 5% by the year 2000 (Banks, 1993c, 1993d; Drake, 1993; Nickolai-Mays & Davis, 1986; Pallas et al., 1989).

As the ethnic hues of the classroom in the nation's schools continue to darken and the ethnic hues of the teachers continue to whiten, new challenges evolve. Avery and Walker (1993) pose a major question regarding the preparation of today's teachers: "Will they be able to address the concerns of a more linguistically and culturally diverse population?" (p. 27). The answer appears to be that they will not be able to do so without some

attention to the topic, both in a general sense and as it relates to teachers' instructional areas. Drake (1993) cautions that teachers, as the professionals, cannot use their ignorance of the problems and cultures of African Americans and other minorities as an excuse for their failure to teach them effectively. Therefore, they must be ready to deal with the challenges of teaching students from diverse cultural and economic backgrounds. There must be an expanding emphasis in teacher preparation programs and inservice sessions designed to prepare teachers to serve urban students more effectively (Burstein, Cabello, & Hamann, 1993; Sleeter, 1992). Garcia and Pearson (1991) issue a plea for improved teacher preparation in promoting literacy in a diverse society: "We should take steps to ensure that teachers and administrators are knowledgeable about issues of language and culture" (p. 269). They believe that educators need to know more about the influence of language and culture on children's learning, and they stress teacher education, both pre-service and in-service, as the primary means available to the profession for helping educators to acquire this knowledge.

Among researchers who examine the cultural composition of today's schools, there is no doubt that teachers (and other school leaders) must be trained to meet the needs of schools' increasingly more culturally diverse populations. What, then, should be the nature of that training?

One of the first steps in teacher preparation is the development of training programs. Consensus regarding competencies that teachers of urban learners should have is reflected in five cultural criteria described by Villegas (1991):

> (1) teachers should have an attitude of respect for cultural differences, a belief that all students are capable of learning, and a sense of efficacy; (2) teachers must know the cultural resources their students bring to class, and they must be aware of the culture of their own classrooms; (3) teachers should implement an enriched curriculum for all students; (4) teachers must build bridges between the instructional content, materials and methods, and the cultural backgrounds of the students in their classes; and (5) teachers should be aware of cultural differences when evaluating students. (p. 29)

The development of these competencies supports both a culturally compatible classroom and culturally responsive pedagogy. This means that the language of the home, the multicultural nature and beliefs and value systems of the community, students' preferred learning styles as well as their need to develop analytical and evaluative thinking skills are all promoted and accommodated in the classroom through the strategies employed (Crawford, 1993; Hilliard, 1991; Tharp, 1989; Villegas, 1991). However, Heath et al. (1991) stress that teachers may provide culturally responsive pedagogy in a culturally compatible setting without developing new and special ways to teach culturally and linguistically diverse students; instead, teachers may choose from among the approaches and strategies for teaching reading that are available and are designed to effect maximum reading engagement for

culturally diverse learners. Authorities are in agreement regarding what should be emphasized in the curriculum for minorities. Priorities include the construction of meaning (Au, 1993; O'Donnell & Wood, 1992); higher order thinking skills (Cummins, 1986; Gentile & McMillan, 1992); language development (Heath et al., 1991; Ovando, 1993); metacognition (Chamot, 1993); and the activation and use of prior knowledge (Crawford, 1993). According to Lisa Delpit (1988), there should also be strong emphasis on basic skills, which she considers to be those skills that enable minority children to participate fully in the mainstream of American life.

Rationale

The implications of the changing demographics in student and teacher populations have been noted by several authorities (Banks, 1993d; Burstein et al., 1993; Drake, 1993; Hilliard, 1991; Nickolai-Mays & Davis, 1986). A major implication is articulated cogently by Bennett (1995) who asserts that "the changing demographics of United States society create a critical need for teachers knowledgeable about and skilled in multiculturalism" (p. 259).

According to Avery and Walker (1993), there is evidence that most teachers do not have adequate knowledge about cultural and linguistic groups of which they are not members. This limited knowledge of cultural minorities, specifically African Americans, Asian Americans, Hispanics, and Native Americans, is quite prominent among the White teaching force, suggesting that this teaching force is not well prepared at either the preservice or inservice level to meet the needs of students from these groups. These authors examined literature regarding the nature of teachers' knowledge about diversity and found that research was limited to studies which explored what teachers know about the culture of students who are populating schools and how these teachers feel about them. The authors contend that preservice teachers who have not had the opportunity to develop awareness and knowledge of cultural groups and skills in working with diverse populations will not be adequately prepared to teach in culturally diverse classrooms.

Teaching in urban classrooms requires working with student populations that are not only racially and ethnically diverse but that also experience poverty and other problems which place a significant number of learners at risk of school failure. Because our urban school populations pose such tremendous challenges, there is a move toward better preparing teachers to serve these learners (Burstein et al., 1993; Drake, 1993; Maddox & Vadasy, 1995). Assistance needs to be offered to teachers in inner-city schools to keep them aware of trends in the field; to enable them to choose effective classroom instructional methods, improve their self-awareness, empathy, and positive interpersonal relationships in the classroom; address curriculum matters; manage classrooms and use discipline techniques; relate more positively to parents and more effectively involve them in school affairs; and develop greater cultural awareness (Nickolai-Mays & Davis, 1986). Furthermore, teachers should become knowledgeable about

issues of language and culture (Garcia & Pearson, 1991).

The apparent response to the question posed by Avery and Walker (1993) regarding the preparation of teachers for addressing the concerns of a more linguistically and culturally diverse population is discouraging. Unless teachers, both preservice and inservice, are provided with training to develop the competencies needed for working effectively in inner-city schools, in both a general sense and in their instructional areas, the situation will become more alarming.

In response to this call to develop competency in teaching within the culturally diverse environment and to facilitate training in this area, we designed the appended curriculum guide. This guide is intended to provide a framework within which instructors of both preservice and inservice teachers may develop appropriate experiences for all who would effect improved learning among cultural minorities in the nation's inner-city schools.

Components and Use of the Guide

The curriculum guide is structured to accommodate a variety of implementation modes: (1) it may form the basis for a separate course; (2) it may be implemented as separate lessons; (3) it may be used as individualized learning modules for independent study by students; and (4) it may be implemented as a field-based staff development workshop for inservice reading teachers. The goals from which major concepts, objectives, and activities emerged are as follows.

Teachers will be able to:

1. describe major cultural minority groups in urban/inner-city America, their reading status as well as the unique characteristics which have implications for teaching them to read;

2. describe the reading status of cultural minorities in urban/inner-cities of the United States and give explanations regarding students' reading performance;

3. identify and use cultural resources of African-American and Hispanic children in inner-city schools to enhance reading instruction;

4. create culturally compatible reading classrooms in inner-city schools;

5. write instructional objectives for developing critical literacy behaviors in African-American and Hispanic learners in inner-city schools;

6. use instructional strategies which are effective in developing critical literacy behaviors in African-American and Hispanic learners in inner-city schools;

7. demonstrate attitudes, expectations, and skills which facilitate the reading success of cultural minority groups in inner-city schools;

8. accommodate linguistic features of African-American and Hispanic learners in literacy development and assessment; and

9. promote home-school relationships which foster the reading engagement of African-American and Hispanic children in inner-city schools.

Each goal forms the basis for an extensive instructional session; teachers may adapt the scope of activities and objectives for a longer or shorter instructional time. The suggested sequence of goals and objectives is based on reviews of the literature on teacher preparation for teaching in culturally diverse schools and from the authors' perspectives and experiences. Users of the guide are urged to add their own objectives, activities, and references.

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Curriculum Guide

GOAL 1

Teachers will know major cultural minority groups in urban America and the unique characteristics of these groups which have implications for teaching them to read.

Major Concepts

1. Blacks, Hispanics, Native Americans, and Asian Americans comprise the four major minority groups in the United States. African Americans, West Indians, and Africans make up the Black population; Hispanic speakers include Mexican Americans, Puerto Ricans, and Cubans. Native Americans include all of the dominant tribes and subtribes of the group (Natriello, McDill, & Pallas, 1990); and Asian American is used to denote Chinese, Japanese, and Southeast Asians (Bempechat & Omori, 1990).

2. Each member of a minority group is also a member of a specific cultural group having unique traditions, backgrounds, and experiences which may affect learning in general and learning to read in particular. Minority groups are also identified by minority status which may be autonomous, voluntary or involuntary. The minority groups referenced above fall into the voluntary or involuntary status categories. These status categories also reflect different types of cultural differences—primary or secondary. Each type of cultural difference affects schooling differently (Ogbu, 1995).

3. The major minority groups which populate *urban* America are African Americans and Hispanic speakers. African Americans are concentrated largely in the South, and Hispanics live primarily in Texas, California, New York, Chicago, and Miami (Tidwell, 1993; Wells, 1989).

4. Certain cultural patterns and characteristics of each group, including interaction patterns and language differences, influence students' school behaviors and learning to read (Au, 1993).

5. Minorities in urban settings are, in significant numbers, from female-headed households; live in poverty; have high unemployment, high school dropout and illiteracy rates; and experience problems in the school culture (Gollnick & Chinn, 1990; National Council of La Raza, 1989; Tidwell, 1993).

Objectives

Preservice and inservice teachers will be able to:

1. describe origins and characteristics of Hispanics, name cultural groups in the Hispanic population, and cite population statistics for each group;

2. describe origins and characteristics of African Americans, name cultural groups in the African American population, and cite population statistics for each group;

3. describe origins and characteristics of Native Americans, name cultural groups in the Native American population, and cite population statistics for each group; and

4. identify cultural factors which have implications for teaching culturally different groups to read.

Suggested Enabling Activities

1. Engage in wide reading from selected references to learn more about the specific cultural group being addressed.

2. Work in cooperative learning groups and complete profile sheets on a designated cultural group.

3. Interview members of selected cultural groups to gather information from an individual perspective regarding cultural characteristics.

4. Engage in a discussion of the implications of cultural group characteristics for teaching reading.

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GOAL 2

Teachers are able to describe the reading status of cultural minorities in urban/inner-cities of the United States and give explanations regarding students' reading performance.

Major Concepts

1. The reading achievement of cultural minorities in urban and inner-city areas of the United States is low. African-American and Hispanic students lag behind national norms in all basic skills—reading, writing, and computing (Comer, 1988; Gunning, 1992; Irvine, 1990).

2. Several explanations have been set forth regarding the low reading performance of African-American and Hispanic students in urban schools: cultural deprivation of the home environment, discriminatory educational provisions and practices, oppositional counter-culture among students, and home-school discontinuity/cultural mismatch. Among the most widely accepted of these is the home-school mismatch hypothesis. Theoretically, students from culturally diverse populations do not succeed at school because the difference between school culture and home culture leads to an educationally harmful dissonance (Garcia, 1995).

Objectives

Teachers will be able to:

1. cite national data on the reading achievement levels of Hispanic Americans and African Americans and note areas of strength and weakness;

2. describe research findings regarding factors which influence African-American and Hispanic learners' literacy development; and

3. select and support a theory which provides an explanation for the poor reading performance of African-American and Hispanic learners.

Suggested Enabling Activities

1. Research appropriate documents, locate demographic data on the reading achievement of Hispanic and African-American learners in urban areas, develop a table covering the last five (5) years, and interpret the data in narrative form.

2. Organize a panel of parents, social workers, teachers, students, and community leaders from a selected community and discuss with the panel the various theories regarding the reading status of these learners; responses will be analyzed, and the panel discussion will be videotaped for future reference.

3. Select a school within the local urban/inner-city community, review reports on students' reading achievement levels and compile summary reports; compare these findings with findings from national reports. Identify similarities and differences.

4. Read widely from the literature on socio-cultural influences on students' reading achievement and identify and describe the nature of these influences.

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GOAL 3

Teachers will identify and use cultural resources of African-American and Hispanic children in inner-city schools to enhance reading instruction.

Major Concepts

1. All children bring varied and rich cultural resources to the classroom (Villegas, 1991), and each classroom reflects a unique culture; these cultural resources should be used to enhance teaching and learning.

2. Among the cultural resources which are common to all cultural groups are patterns of interaction, metaphors, symbols, values, and institutions (Saravia & Arvizu, 1992). Cultural resources may be cognitive or noncognitive.

Objectives

Teachers will be able to:

1. identify metaphors used in African-American and Hispanic communities in which they teach and determine how these metaphors may be used to enhance reading instruction;

2. identify and become familiar with patterns of social interaction common to African-American and Hispanic families in the communities in which they teach and indicate how these patterns may be used to enhance reading instruction; and

3. know linguistic patterns, vocabulary, and narrative styles of African-American and Hispanic families and show how these resources may be used to enhance reading instruction.

Suggested Enabling Activities

1. Make a list of cultural metaphors used by African-American and Hispanic speakers/leaders/writers and discuss the message in each metaphor.

2. Make a list of cultural metaphors used by African-American and/or Hispanic communities and discuss the message in each metaphor.

3. Develop brief lessons demonstrating ways that cultural metaphors may be used in reading lessons.

4. Observe African-American and/or Hispanic children and note interaction patterns; discuss these patterns and the implications they have for teaching reading.

5. Read and discuss at least one research study looking at the influence of cultural resources on students' reading achievement.

6. Develop a chart of linguistic patterns used by African-Americans and/or Hispanics and record and discuss these patterns as used by children in urban classrooms.

7. Discuss narrative styles of African-American and/or Hispanic learners and determine how each type of style may be accommodated in reading instruction.

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GOAL 4

Teachers will know components/characteristics of culturally compatible classrooms and of culturally responsive and culturally relevant pedagogy.

Major Concepts

1. Cultural compatibility is brought about when instruction is compatible with natal-culture patterns and when educational strategies are adapted to local circumstances (Tharp, 1989).

2. A culturally compatible classroom reflects the cultural nature of the community in resources, themes and topics; and the language of the home is an important and valued aspect of classroom instruction. Also, the beliefs and values of the community are respected (Crawford, 1993).

3. In the culturally compatible reading classroom teachers accept, use, and build upon children's language; and develop and expand children's language skills. These teachers hold high expectations for their learners, achieve and maintain high levels of involvement in learning tasks, and have a high sense of efficacy (Villegas, 1991).

4. Culturally relevant teaching moves beyond culturally responsive teaching, embracing these tenets: (a) Students whose educational, economic, social, political, and cultural futures are most tenuous are helped to become intellectual leaders in the classroom; (b) students are apprenticed in a learning community rather than taught in an isolated and unrelated way; (c) students' real-life experiences are legitimized as they become part of the "official" curriculum; (d) teachers and students participate in a broad conception of literacy that incorporates both literature and oratory; (e) teachers and students engage in a collective struggle against the status quo; and (f) teachers are cognizant of themselves as political beings (Ladson-Billings, 1994).

5. Culturally responsive instruction is instruction that is consistent with students' cultural values and is aimed at improving academic learning. Culturally responsive instruction moves beyond simply matching instruction to cultural features to adjusting and adapting instruction to meet the needs of all students. During culturally responsive instruction, teachers assist students to affirm their cultural identities as they expand their knowledge through the literacy experiences of the school. Teachers' adjustment to cultural differences in students' styles of interactions is a move toward culturally responsive instruction. The

creation of a compatible classroom culture is a function of culturally responsive instruction (Au, 1993).

Objectives

Teachers will be able to:

1. express a rationale for culturally compatible classrooms;
2. describe features of a culturally compatible literacy environment;
3. cite examples from the literature of culturally responsive and culturally relevant pedagogy;
4. develop and implement a plan to promote cultural compatibility in their classrooms; and
5. know strategies which support both culturally responsive and culturally relevant pedagogies.

Suggested Enabling Activities

1. Engage in wide reading on culturally responsive and culturally relevant pedagogies and compare the two.
2. Develop a checklist for assessing cultural compatibility using the features of a culturally compatible classroom identified in the literature.
3. Work in small groups and observe literacy environments. Describe the culturally responsive and culturally relevant features of the environments.
4. Make a list of teaching practices they would adopt to teach in both a culturally responsive and culturally relevant manner.
5. Identify culturally relevant teaching in local schools and provide opportunities for students to observe and work with those teachers.

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GOAL 5

Teachers will be able to write instructional objectives based on recommended content for developing critical literacy behaviors in African-American and Hispanic learners in urban schools.

Major Concepts

1. In addition to basic skills, the curriculum for cultural minorities should emphasize the construction of meaning (Au, 1993; Chamot, 1993; Knapp & Shields, 1990), higher-order thinking skills (Crawford, 1993; Cummins, 1986; Strickland & Ascher, 1992), language development (Heath & Mangiola, 1991; O'Donnell & Wood, 1992; Tharp, 1989), metacognition (Chamot, 1993; Crawford, 1993), and the activation and use of prior knowledge (Chamot, 1993; Crawford, 1993; Tharp, 1989).

2. Schools must provide minority children with instruction in basic skills that will enable these children to participate fully in the mainstream of American life (Delpit, 1988). Basic skills are defined in the *Literacy Dictionary* as cognitive and language-related skills such as speaking, listening, reading, writing, and mathematics, which are needed for many school learning tasks.

Objectives

Teachers will be able to:

1. describe and explain literacy behaviors that are important for cultural minorities in urban schools and articulate the importance of these behaviors to learners' development as engaged, strategic readers; and

2. write learning objectives centered around these critical literacy areas.

Suggested Enabling Activities

1. Read and make notes on each topic and discuss topics and the importance of these topics for literacy development of cultural minorities in urban schools.

2. Work in cooperative learning groups and prepare learning objectives in each area that are appropriate for learners at designated stages of reading development (emergent, beginning, etc.).

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GOAL 6

Teachers will know and use reading instructional strategies which are effective in developing desirable literacy behaviors in African-American and Hispanic readers and other cultural minorities.

Major Concepts

1. Teachers do not have to develop and use special ways to teach culturally and linguistically diverse students. Effective strategies exist for developing literacy skills in all children that are equally effective with cultural minorities in urban schools. Teachers may choose from these strategies those which achieve designated literacy objectives (Heath & Mangiola, 1991).

2. Existing strategies should be adapted to local circumstances to reflect cultural compatibility and enhance the effectiveness of reading instruction for children in urban schools (Villegas, 1991).

3. Among the approaches and strategies appropriate for achieving the instructional objectives are the following: The E-T-R method of reading instruction, reader response prompts, whole language, cooperative learning, Question-Answer-Relationships (QARs), ALERT, reciprocal teaching, the interactive reading guide, the think aloud technique, and story retellings.

Objectives

Teachers will:

1. explain and demonstrate strategies for developing higher-order thinking skills;

2. explain and demonstrate strategies for helping learners construct meaning;

3. explain and demonstrate strategies for developing language;

4. explain and demonstrate strategies for activating prior knowledge; and

5. explain and demonstrate strategies for developing cognitive monitoring skills.

Suggested Enabling Activities

1. Read widely from the literature and identify and critique at least two instructional strategies for each of the instructional areas: higher-order thinking, meaning construction, language, prior knowledge activation, metacognition and basic skills. These critiques will be done in small groups. Each group will determine the extent to which each strategy addresses at least one focus area.

2. Select at least two strategies to demonstrate to peers; indicate in which context each strategy may be used appropriately.

3. Use the demonstrated strategies with African-American and/or Hispanic school children. These demonstrations will be videotaped for class analysis and discussion. The analysis will focus on how the teacher used the strategy and accommodated the cultural resources of the classroom.

4. Observe target class and determine focus of strategies used by classroom reading teachers. Discuss with teachers purposes for using identified strategies. Discuss with classmates findings regarding kinds of instructional strategies used in targeted classes.

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GOAL 7

Teachers will develop attitudes, expectations and skills which facilitate the reading success of cultural minority groups in inner city schools.

Major Concepts

1. African-American and Hispanic students in inner-city schools experience academic success or failure as a direct result of their interactions with educators in the schools. These interactions are mediated by the role definitions that educators assume in relation to the students' language, community, pedagogy, and assessment (Cummins, 1986).

2. Teachers need the opportunity to reflect upon their attitudes and beliefs about minority students rather than rely on their assumptions or stereotypes when they come in contact with students who have different cultural, racial, or linguistic backgrounds. Teachers' beliefs are critical in learning to work effectively with minority learners because teachers' practices reflect their beliefs; and if teachers are to grow professionally, they must modify their prior beliefs and images (Cabello & Burstein, 1995).

Objectives

Teachers will:

1. analyze the relationship between teacher attitudes, beliefs and expectations and reading achievement of African-American and Hispanic learners in inner-city schools.

2. be aware of and analyze their own attitudes, beliefs, and expectations regarding African-American and Hispanic learners in inner-city schools; and

3. embrace a philosophy regarding teaching reading to culturally diverse learners which shows attitudes, beliefs, and expectations that promote students' academic and personal growth and a commitment to empower these learners.

Suggested Enabling Activities

1. Engage in a self-assessment of their attitudes toward, beliefs about, and expectations of cultural minorities in inner-city schools. These results will be used to develop a personal/professional growth plan to be carried out over the academic year.

2. Develop a personal philosophy for working with inner-city children and share that philosophy with classmates.

3. Read and discuss findings from the literature on the influence of teachers' attitudes, expectations, and beliefs on the achievement of cultural minorities in inner cities.

4. Recall a teacher whose attitude toward their language characteristics or other cultural resources made them feel an accepted and valued member of the class and share how this was accomplished with class members.

5. View movies showing student-teacher interaction in inner-city classrooms and analyze situations depicting the influence of teachers' beliefs, attitudes, and expectations on children's performance (i.e., "Clarence and Angel," "Stand and be Counted," "To Sir with Love," "Dangerous Minds").

6. Visit inner-city reading classrooms over an extended period of time and interact with the students; maintain a diary of reactions to, reflections about, and changes in attitudes and/or beliefs regarding the students. Share these beliefs with other teachers.

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GOAL 8

Teachers will accommodate linguistic features of African-American and Hispanic learners in literacy development and assessment.

Major Concepts

1. The languages spoken by cultural minorities are as effective as standard English for the purposes of reasoning and complex thought. These languages, however, do not have the same privileged status because they are generally spoken by those in subordinate groups or of diverse backgrounds. Standard English, while not superior to dialects, does enable its speakers to hold greater power in American society (Au, 1993).

2. A child's dialect or language should never be used as a basis for making judgments about the child's intellect or capability. Competence is not tied to a particular language, dialect, or culture (Strickland, 1994).

3. Proficiency in standard English should be perceived as a goal for school literacy and not as a prerequisite to becoming literate (Au, 1993).

4. Literacy assessments should engage students in authentic literacy tasks, reflect a constructivist view of reading and writing, reveal student progress over time, emphasize what students can and cannot do, take advantage of students' diversity, provide multiple indices of students' literacy use and interests, acknowledge students' interpretations of literacy tasks, and encourage the involvement of students, parents, and community participants in assessing students' literacy (Garcia & Pearson, 1991).

Objectives

Teachers will be able to:

1. identify and interpret linguistic features common to the speech of African-American learners in inner cities;

2. identify and interpret linguistic features common to the speech of Hispanic learners in inner cities;

3. use the language of culturally diverse learners to develop learners' proficiency in developing language and in using standard English;

4. show appreciation for language differences of culturally diverse learners;

5. recognize cultural features of children's language in assessing oral reading performance and speech;

6. use appropriate strategies for assessing and evaluating language and literacy achievement of African-Americans and Hispanic learners in inner-city schools; and

7. involve parents and children in assessing and evaluating children's language and literacy behaviors.

Suggested Enabling Activities

1. Develop and use assessment strategies and materials for specific purposes with at least one learner from the targeted environment and use results to enhance instruction. Adhere to guidelines for observing the speaking and listening of students.

2. Examine formal tests used with cultural minorities in urban schools and determine when these tests should be used and what information should be included in the students' profile to supplement formal test results.

3. During classroom observations, review evaluation as well as assessment practices and materials employed by the classroom teacher; write a critique of these practices and discuss with classmates.

4. Sit in on several classroom sessions and note examples of language diversity, language interaction patterns and teachers' responses. Anecdotal notes will be discussed in class in terms of the implications of noted diversities for instruction and possible problems of teacher acceptance and accommodation.

5. Research and discuss literature on language diversity and learning to read, and draw conclusions about the influence of language on reading.

6. Identify their individual language characteristics and determine if they are speakers of standard English, of a nonstandard dialect, or if they are bilingual. Then have teachers

describe the attitude of a teacher toward their language characteristics and the impact of this attitude on their academic progress.

7. Work in cooperative groups and identify at least five (5) different activities which foster language/dialect acceptance of diverse learners.

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GOAL 9

Teachers will promote home-school relationships which foster the reading engagement of African-American and Hispanic children in inner-city schools.

Major Concepts

1. Taken collectively, children from low-income homes tend to achieve less well in acquisition and development of literacy abilities than do their economically advantaged counterparts; we cannot, however, conclude that poverty results in low family literacy (Purcell-Gates, V. 1995).

2. Most literacy activities can be shaped to any family's circumstances (Rasinski & Fredericks, 1988).

3. One of the best ways that teachers can serve students is to help them appreciate the value of literacy in the home and community as well as in the school (Au & Mason, 1990).

4. Among the approaches for enhancing the quality of home-school connections for children of American minority groups are the following: enrichment of the cultural repertoire of the family; recruitment of caregivers through their own literate engagement; mobilization of indigenous cultural resources; and empowerment of the community in the organization of schooling. Although these approaches have different emphases, they are best viewed as complementary (Thompson, Mixon, & Serpell, 1996).

5. Classroom programs designed to foster reading engagement among learners of minority groups in urban schools are more likely to be successful if they are integrated with efforts to recruit the intellectually focused support of adults in the children's home environments (Thompson, Mixon, & Serpell, 1996).

6. Parent influence motivating their children's reading is likely to be positive, and this influence can take many forms (Beech, 1990).

7. Development of parent groups in low-income communities is important because it not only enables parents to assist their children in improving school performance, it also improves opportunities for members of the communities and society at large (Comer, 1984).

8. There are sociocultural differences in the ways families prepare their children for literacy (Baker, Serpell, & Sonnenschein, 1995).

Objectives

Teachers will be able to:

1. express a rationale for the importance of the need for continuous involvement of culturally diverse parents in their children's literacy development;

2. recognize and interpret family circumstances of children in inner-city schools and shape literacy activities in the school and home which accommodate these circumstances;

3. demonstrate how various approaches for enhancing the quality of home-school connections for African-American and Hispanic children may be integrated for fullest impact;

4. plan and implement strategies for recruiting and preparing parents to support their children's literacy development;

5. identify family and community cultural resources and describe how these resources may be used to enhance children's reading engagement; and

6. design and use strategies which help children and parents value and engage in reading (i.e., literature circles, book clubs).

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